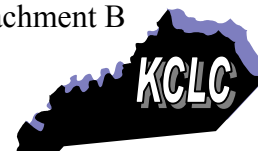


Kentucky Content Literacy Consortium



The **Kentucky Content Literacy Consortium (KCLC)** consists of 23 rural middle and high schools, which are highly motivated to make changes in day to day teaching strategies and curriculum to improve literacy instruction and performance for middle and high school students.

Participating school districts:

- Bullitt County Schools
- Danville Independent Schools
- Eminence Independent Schools
- Jessamine County Schools
- Pike County Schools
- Rowan County Schools
- Washington County Schools

These schools have implemented two complementary literacy initiatives: *Collaborative Model for Content Literacy* and *Kansas Learning Strategies Curriculum* intervention model.

The Danville Independent Schools are the primary manager and fiscal agent for the Striving Readers project. The Consortium consists of the school districts and partnerships with the University of Kentucky, the University of Louisville, the Collaborative for Teaching and Learning, the Kentucky Department of Education and the US Department of Education.

The grant will be used in two ways:

- to develop and implement an effective school-wide literacy model at the high school and middle school levels that helps students master high level content in all disciplines;
- to provide intervention measures for struggling readers.

The grant provides 24 full-time Literacy Coaches to 21 schools throughout Kentucky. Literacy Coaches teach ½ day the Kansas Learning Strategies Intervention to targeted students who are at least two years or more behind in reading. The other ½ of the day is spent coaching teachers using literacy skills in content areas. The grant will also provide teacher training at both the middle school and high school while integrating enhanced literacy instruction across the curriculum. This initiative will also implement intensive targeted interventions for struggling students and provide a reading coach for both the middle school and the high school staffs.

Partner Responsibilities:

- The Collaborative for Teaching and Learning (CTL), a non-profit professional development organization located in Louisville, is responsible for the design and implementation of the school-wide literacy model - The Collaborative Model for Content Literacy.
- The Collaborative Center for Literacy Development serves in the evaluation component of the project. This organization will be responsible for assessing, measuring, and analyzing the efforts and the success of the interventions and strategies.
- The University of Louisville spearheads the teacher certification aspect of the project. The University staff are responsible for coordinating the Clinical Reading Partners along with facilitating professional development and providing support for the implementation of the reading intervention.
- The Kentucky Department of Education serves in an advisory and support capacity. KDE staff serve as reading and language arts consultants.

The No Child Left Behind Act is helping schools improve reading instruction and achievement in grades 3-8. But some middle and high school students are struggling with reading. They need focused time and attention and research-based instruction to get back on track so they can read at grade level or better. This is critical to graduating from high school with the skills to succeed in college and the competitive workforce.

The Federal Striving Readers Program answers this challenge. Its purpose is to help schools improve the literacy skills of adolescent students struggling with reading. A proposed major expansion of this demonstration program would reach more secondary students in grades 6-12 who are reading below grade level and at risk of dropping out of school.